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**¡Buen viaje! Level 3 © 2008**

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**correlated to**

**Indiana  
Academic Standards  
for  
Modern European and Classical Languages  
9–12 Sequence**

**Spanish 3**

**GLENCOE/MCGRAW-HILL**  
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**CORRELATED TO**

**INDIANA**  
**ACADEMIC STANDARDS**  
**Modern European and Classical Languages, Spanish 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 1 Communication: Write and speak in a language other than English</b>	
11.1.1 Initiate, sustain, and close conversations in limited yet varied situations.	SE: pages 20 #4, 32 #2, 33 #3, 141 #4, 179 #4, 205 #5, 242 #1, 262 #3, 299 #4, 347 #2  TE: pages 205, 228, GA 345
11.1.2 Exchange detailed information and opinions orally.	SE: pages 20 #2, 21 #4, 32 #1, 74 #6-7, 84 #1, 102, 155 #2, 159 #4, 191 #4, 205 #5, 231 #6, 242 #3, 262 #3, 299 #1, 365 #1  TE: pages 84, 98 155, 242
11.1.3 Exchange detailed information and opinions in written form.	SE: pages 21 #7, 33 #5, 85 #5, 103 #5, 158 #1, 231 #6, 243 #6, 262 #2, 263 #7, 288 #2, 299 #2, 365 #2  TE: pages WD 85, 158
11.1.4 Make requests and ask different types of questions in a variety of social situations.	SE: pages 53 #4, 107 #5, 242 #1, 267 #4, 299 #4, 369 #4, 386 #1, 397 #5  TE: pages AP 253, 299
11.1.5 Recognize and use situation-appropriate non-verbal communication.	SE:  TE: pages RAS 83, RAS 132, 141 #2
11.1.6 Use speaking and listening strategies to facilitate communication.  Examples: Identifying key words, synonyms and antonyms	SE: pages 53, 107, 209, 267, 317  TE: pages 20, 32, Tutorial 39, 48, 102, 338, Tutorial 160
<b>Standard 2 Communication: Interpret information in a language other than English</b>	
11.2.1 Respond to everyday requests, commands, and directions.	SE: pages 209 #4, 509I  TE: pages T35, 98, AP 99, GA 101, RAS 133, 138, 183, 286

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.</p> <p>Example: Provide a summary of the material on the target language</p>	<p>SE: pages 29C, 38A, 80B, 136C, 197, 200A, 237D, 250, 275A, 293A, 306C, 325B, 345A, 355C, 379E, 425-426, 429, 434-435, 439, 445-446, 455, 458-459, 463, 469-470, 475, 480-481, 486-487, 494-495, 508-509, 511-512, 516-517</p> <p>TE: pages 80A, 92, 197A-B, 237C, 293 A-C, CTA 306, 459</p>
<p>11.2.3 Make educated guesses about meaning in unfamiliar written contexts, using cognates and familiar vocabulary.</p>	<p>SE: pages 6, 248-249, 274-275</p> <p>Students were taught these strategies in levels 1 and 2, so while they are not explicitly mentioned with each reading passage, the students will have many opportunities to practice them.</p> <p>TE:</p>
<p align="center"><b>Standard 3 Communication: Present information in a language other than English</b></p>	
<p>11.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.</p>	<p>SE: pages 129 #4, 420-424</p> <p>TE: pages TN 120, 420, 421, MC 478, MC 487</p>
<p>11.3.2 Present prepared material and student-created material on a variety of topics.</p> <p>Examples: reports, student-written plays, mock travel journal, etc.</p>	<p>SE: pages 21 #4, 84 #3, 141 #2, 209 #5, 230 #3, 267 #5, 317 #4, 369 #5, 459I, 509G</p> <p>TE: pages GA 16, 21 #4, GA 29, GA 133, 141 #2, CP 221, 281, TN 317, 429, GA 484, 509G</p>
<p>11.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.</p>	<p>SE: pages 27-28, 79, 135, 185-186, 236, 293, 344-345, 392-393</p> <p>TE: pages 16 #3, 27, 79, RAS 135, 185, 236, 293, 344, 392</p>
<p>11.3.4 Compose simple cohesive written information using appropriate formats with greater detail and independence.</p>	<p>SE: pages 49 #4, 52 #2, 85 #4, 106 #1-3, 107 #4, 129 #4, 141 #3, 159 #3, 208-209, 266-267, 299 #3, 316-317, 339 #4, 365 #4, 368-369, 412</p> <p>TE: pages 106, WD 129</p>
<p align="center"><b>Standard 4 Cultures: Develop awareness of other cultures</b></p>	

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.4.1 Investigate and report on cultural practices of the target cultures.</p> <p>Examples: Traditions, celebrations, and holidays unique to the target cultures</p>	<p>SE: pages 70, 74 #2, 123, 196-197, 205 #1-2, 208 #1, 266 #1, 331I, 369 #3, 383G</p> <p>TE: pages CP 28, FF 197, CP 283, NS 331, NS 196</p>
<p>11.4.2 Describe products, perspectives, and symbols of the target cultures.</p>	<p>SE: pages 13E, 20 #3, 89-90, 120F, 121G, 169B, 170-171, 174E, 221-222, 230 #2, 281-282, 330-331, 435I, 461-462</p> <p>TE: pages CP 60, AP 174, FF 221, RAS 281</p>
<p>11.4.3 Describe factors that influence practices, products, and perspectives.</p> <p>Examples: Geography, technology, social issues, etc.</p>	<p>SE: pages 7A, 9B, 11C, 53#3, 61A, 63B, 66E, 74 #1, 117 A-B, 168A, 169B, 178#1, 217A, 219B, 230 #1, 275A, 277B, 279E, 280E, 325B, 327D</p> <p>TE: pages GC 62, 117, GC 217, HC 274, HC 276</p>
<p>11.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.</p>	<p>SE: pages 49 #3, 67-68, 119C, 179#3, 208 #2, 277D, 329G, 386 #2</p> <p>TE: pages AP 15, ASL 118, CP 328</p>
<p>11.4.5 Discuss significant events unique to the target cultures.</p>	<p>SE: pages 8-9, 64-65, 74 #3, 90A, 220E, 231 #7, 329G</p> <p>TE: pages 20 #2, CTA 220</p>
<p>11.4.6 Describe contributions from other cultures.</p>	<p>SE: pages 13D, 118, 178 #2, 283M, 387 #5-6, 401-402, Literary Companion 416-517</p> <p>TE: pages 15, SOC 57, CP 60, FF 63, CCC 118, AC 221, AC 284, 461, LC 499</p>
<p>11.4.7 Investigate elements that shape cultural identity in the target cultures.</p>	<p>SE: pages 8-9, 40-41, 49 #4, 118-119, 218-219, 231 #8, 289 #5, 376-377, 386, 461-462</p> <p>TE: pages TN 9, TN 10, TN 40, CCC 118, CP 173, ASL 277, CTA 379, GA 485</p>
<p><b>Standard 5 Connections: Make connections to other content areas</b></p>	
<p>11.5.1 Investigate and report on objects and concepts from other content areas.</p>	<p>SE: pages 6-7, 8-11, 128 #2, 115-117, 118-119 167-168, 216-217, 218-219</p> <p>TE: pages LFP 117, RAS 218</p>

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11.5.2 Integrate content area concepts and skills through relevant activities.	SE: pages 20 #1, 48 #2, 106 #1, 128 #1, 230 #1, 338 #1  TE: pages AC 15, 115, GC 217, Math Connection 234
<b>Standard 6 Connections: Access and connect information through various media</b>	
11.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive skills.  Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.	SE: ¡Viva el mundo hispano! Videotur pages 55, 109, 161, 211, 269, 319, 371, 415, <a href="http://www.glencoe.com">www.glencoe.com</a> website  TE:
11.6.2 Use digital media and culturally authentic resources to study target cultures.  Examples: Video clips, online newspapers, pop culture materials, etc.	SE: ¡Viva el mundo hispano! Videotur pages 55, 109, 161, 211, 269, 319, 371, 415, WebQuests, Web Explores on <a href="http://www.glencoe.com">www.glencoe.com</a>  TE: page AP 123
<b>Standard 7 Comparisons: Investigate the nature of language and culture</b>	
11.7.1 Recognize and use cognates, words shared between English and the target language, and word families to expand vocabulary and guess meaning.	SE: page 274  Students were taught these strategies in levels 1 and 2, so while they are not explicitly mentioned with each reading passage, the students will have many opportunities to practice them.  TE: page VE 25
11.7.2 Recognize and use a variety of language structures.  Examples: Parts of speech, compound and complex sentences	SE: pages 15 #2, 19 #9, 31 #3, 42 #1, 73 #3, 83 #5, 96 #1, 101 #11, 151 #1, 153 #4, 154 #7, 202 #1, 203, 204 #2, 256, 257 #6, 258 #8, 259 #9, 310, 312 #10, 358 #1, 364, 407  TE: pages 14, 30, 42-43, 71-72, 82, 100, 151, 152, 154, 201, 204, 255, AP 257, 258-259, 309, 357, 363
11.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.	SE: pages 126-127, 155 #5, 182, 191 #5  TE: pages ASL 25, ASL 27, 80, 92, 119, 202, 235, 427, TN 127, 139

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11.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.	SE: pages 18 #7, 141 #2, 135 TE:
11.7.5 Compare the social patterns of other cultures and the learner’s own culture.  Examples: Compare school settings, role-play meeting new people, discuss dating, etc.	SE: pages 141 #2, 145-156, 148-150, 288 #1, 331 I, 351-352, 155 #1 TE: pages CCC 18, NS 145, 148, 174
<b>Standard 8 Communities: Become an active global citizen by experiencing languages and cultures in multiple settings</b>	
11.8.1 Share experiences from the world language classroom with others.	SE: page 409 #5 TE: pages AP 159, AP 174, CP 283, CP 381
11.8.2 Investigate and share with others the influences of the target language and cultures on the community.	SE: pages 386 #1, 386 #4, 409 #1, 413 #3 TE: pages NS 13, CC 179, CP 381
11.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by cultures of the target language, travel abroad	SE: pages 53 #4, 439E TE: pages 12, CP 120, AP 131, CP 149, AP 159, CP 173, GA 485

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**Codes used for TE pages**

<b>AC</b>	<b>Art Connection</b>
<b>AP</b>	<b>Additional Practice</b>
<b>ASL</b>	<b>About the Spanish Language</b>
<b>CC</b>	<b>Career Connection</b>
<b>CCC</b>	<b>Cross Cultural Comparison</b>
<b>CP</b>	<b>Chapter Projects</b>
<b>CTA</b>	<b>Critical Thinking Activity</b>
<b>FF</b>	<b>Fun Facts</b>
<b>GA</b>	<b>Group Activity</b>
<b>GC</b>	<b>Geography Connection</b>
<b>HC</b>	<b>History Connection</b>
<b>LC</b>	<b>Literary Connection</b>
<b>LFP</b>	<b>Learning from Photos</b>
<b>LFR</b>	<b>Learning from Realia</b>
<b>MC</b>	<b>Music Connection</b>
<b>NS</b>	<b>National Standards</b>
<b>RAS</b>	<b>Reaching All Students</b>
<b>SOC</b>	<b>Spotlight on Culture</b>
<b>TN</b>	<b>Teaching Note</b>
<b>VE</b>	<b>Vocabulary Expansion</b>
<b>WD</b>	<b>Writing Development</b>

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